

Advancing English for Media Literacy in Kazakhstan

PROJECT PERFORMANCE

Association of Teachers of English in Kazakhstan KazTEA

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Cohort #:4

City: Shymkent

Period: Cohort 4

Number of Project Beneficiaries/Participants: 21 participants

14 EFL teachers, among them 3MA and 4 BA students

One of the main objectives of the project was to train teachers correctly to understand and distinguish the information they see and hear every day. Media literacy is an important skill for everyone in the 21st century, especially for teachers. Some of them will teach a subject with the same name, others will introduce elements of this program into classes. Although the participants mainly included teachers of schools and universities, 4th year students also participated in the project, which made the trainings more interesting, since younger participants often gave quite interesting comments and unusual speeches.

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The educators participated in trainings on the topics of Mass media, Advertising, Bias, Media Diversity. In the course of training, they received detailed information and knowledge about the types of media, learned how to compose questions for a survey in the google doc format and in the traditional paper format

The students were presented the corpora/ coco platform with its subsequent practical application. Although they had already used various platforms, it was a completely new resource for them, very useful for scientific and research work.

<https://www.english-corpora.org/coca/>

Discussing the pros and cons of the media, one of the popular Facebook pages of Humans in New York was used (some used instagram to enter this page). The stylistic language, devices and ways of presenting information were discussed.

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The latest news on Facebook and MOOC Facilitators Kazakhstan group were also posted and commented on. Performing this task, the students used such a grammatical construction as Comparative structures

The session covering the topic of Advertising was the most interesting and debated. The students with great interest discussed and analyzed various types of advertisements.

<https://www.facebook.com/groups/834481146988513/permalink/1548965995540021/?mibextid=Nif5oz>

The training motivated and encouraged them to use these analysis techniques during their own lessons. In the course of the work, the Poleywhere platform was used, both for audience responses and their understanding of certain meanings.

In the process of discussing and providing information, the educators did not forget to use such a difficult grammatical construction as the word order of adjectives in English. For its better assimilation, the WORDWALL platform was used.

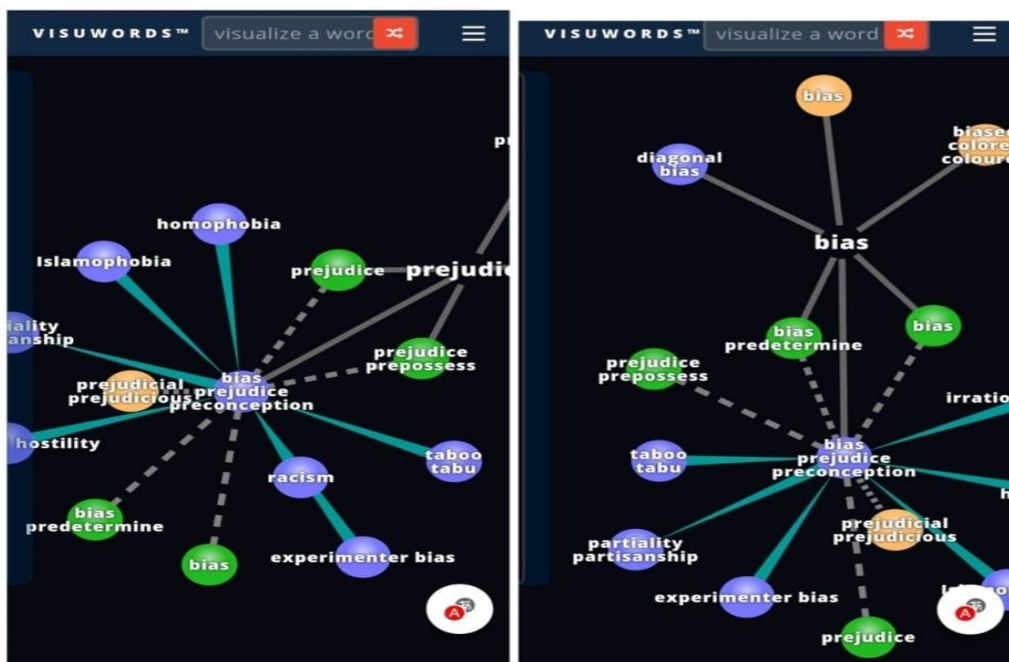
<https://wordwall.net/ru/resource/30965773/english/adjective-order>

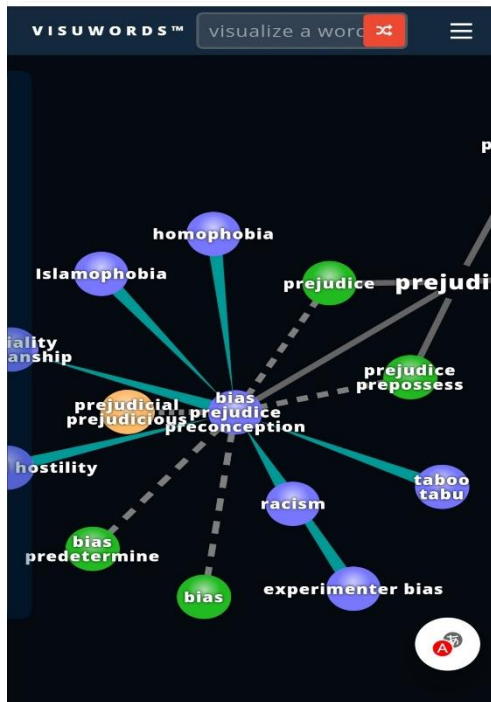
Some of the students were already familiar with this program, for some it was nice to learn about such a good resource for quick and creative developing educational material.

The topic of Bias was one of the most difficult because it required certain knowledge in this area. The work in the Coursera helped students better understand bias in the media, to learn to distinguish connotations and denotations, which was not so easy for them.

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For their better understanding and assimilation, a visual dictionary visuwords.com was used, which clearly demonstrated them a different set of words and meanings associated with the words Bias and Prejudice





Discussing the topic of Media diversity and its concepts, such local websites as

<https://tengrinews.kz> and mail.ru were used. The students wrote comments about how different groups are reflected in the media in our country and expressed their opinion on how it affects them personally.

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<https://www.facebook.com/groups/834481146988513/permalink/1557517034684917/?mibextid=Nif5oz>

While working in the Coursera platform, the educators made some comments and expressed their opinions concerning the publications made by me on Forum conversation

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During the course apart from the online and offline sessions the participants attended the webinars on AE for educators. Some of them received more than one badge for the participation. Their feedbacks and comments were noticed by the speakers.

During the last session, students presented their projects. Most of them met the necessary requirements. As it was supposed, their project works reflected the interests of 2 social groups, sometimes even more, including media features and their attractive content.

<https://www.facebook.com/100002733805751/posts/pfbid02CZHgoC557auJuuy9GWVYe1FmAvpb9ng8uCibuyfWwXRWdUgBNDxGj2Zwcmf26r1Ql/?mibextid=Nif5oz>

All the educators are planning to include the gained knowledge and materials in the coming academic. The university teachers are going to use the elements of the Coursera course during the classes. Also they are supposed to publish study guides and teaching aids for them to be involved in the educational process. Some teachers decided to participate in the contest “Media Literacy Embedding in Educational Curriculum”, trying to apply the gained knowledge.

Speaking about the completion of the program, basically everyone met the expected deadline. Almost all information and materials were provided at the sessions and later uploaded to the Padlet platform for further discussion and comments. However, all students (for a number of reasons) could not complete the course by the final session. They were given extra time to finish all the modules. However, due to the heavy workload, a few of them even after a month could not complete the task in the Coursera.

However, not only the students but also the facilitator faced challenges with the implementation of the project. Most of the problems concerned the Internet connection, sometimes a lack of time to provide and discuss the material.

One of the most useful lessons I have learned for myself is to be able to properly allocate time for posts and comments on the Facebook group during the session to gain participants' feedbacks and clearly set goals and objectives for the educators.